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At a two-day meeting sponsored by the National Center for School and College Television and by the American Psychological Association, 15 specialists viewed and reacted to recorded television materials currently used in psychology instruction. Most of the television programs were designed to be courses in Introductory Psychology, and most of the reactions to these were negative. The conferees agreed that "the great talking fact" was overdone; that there was not likely to be any advantage to a recorded series of lectures and demonstrations over a live series of the same sessions. Programs were at their best, they agreed, when they presented actual research in progress or involved interactions between people. Interviews were considered most successful when the personality interviewed was both well-known and articulate. It was strongly felt that televised sessions should be shortened from 45-50 minutes to 15-30 minutes. The potential of television materials was recognized for institutional closed-circuit teacher training, for dramatization of small group phenomena in clinical and social psychology, and for recording of significant symposia. A list is given of television programs and courses considered. (MF)

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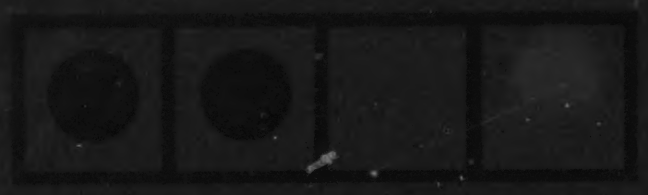
Television in higher education

PSYCHOLOGY



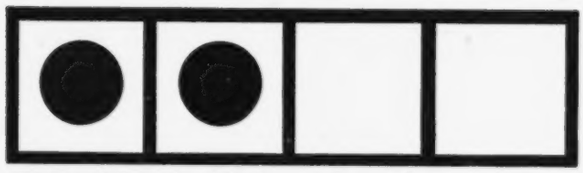
NSGT

News Supplement Number 9

IN MEMORIAM

Shortly after his most valued participation in this NCSCT Assessment Conference, and within a few days of the completion of his conference overview, Fillmore H. Sanford of the University of Texas passed away. We are both honored and saddened by the fact that we here publish his last professional work. Requiescat.

The National Center for School and College Television is the central source of effective television programing for American education. In serving all institutions concerned with the use of television in education, NCSCT now makes available television materials for early childhood, elementary, secondary, higher and continuing education. NCSCT is administered from its headquarters in Bloomington, Indiana. The Center has regional offices in San Francisco, Milwaukee and Boston.



Television in higher education

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PSYCHOLOGY

A special report from

THE NATIONAL CENTER FOR SCHOOL AND COLLEGE TELEVISION

Box A

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NEWS Supplement Number 9

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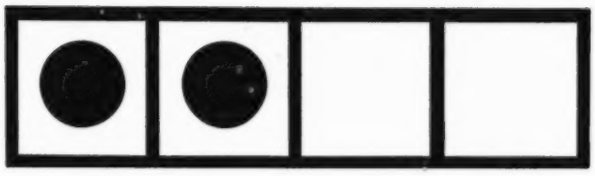


CONTENTS

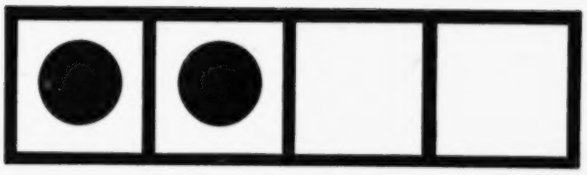
Foreword 5

PART I—Background 7

PART II—Television in Psychology 9

PART III—Television's Potential in Psychology 13

PART IV—Current Television Materials in Psychology 17



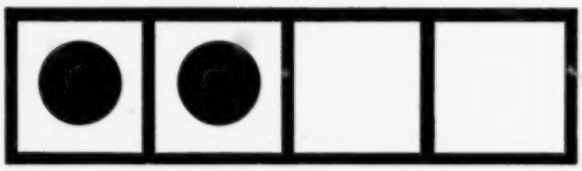
THIS REPORT concerns the National Center for School and College Television's conference on television in psychology instruction. This conference was conducted to assess television materials currently available for instruction in psychology courses and to begin explorations of possible ways to make the most effective materials widely available. The report is divided into four sections:

Part I describes NCSCT's interest in television materials for psychology education.

Part II reports on the kinds of materials assessed and on reactions to the present state of television in psychology instruction.

Part III summarizes discussion concerning the possible roles television could play in psychology instruction.

Part IV lists the materials gathered for the conference. Most of the lessons listed here were viewed at the conference prior to the discussion reported in Parts II and III.



Part I---Background

Shifting societal values and a sharply increasing interest in the social sciences are filling psychology classrooms to the point of overflow. The problem of increased enrollment in college and university psychology courses is being emphasized still further by a drastic shortage of well-trained personnel. Psychology courses are rapidly finding their way into the secondary school curriculum. In almost 2,500 secondary schools, 200,000 students yearly are being introduced to the theories and methods of the science of behavior.

Thus, the National Center for School and College Television, aware of the need to stimulate and facilitate the use of high quality television materials in undergraduate, graduate and professional education, focused on psychology. This report is NCSCT's second in higher education. The Center has already examined the status of television in social work education and has reported on that examination.

For several reasons, there continues to be a growth in the production and use of televised materials in psychology instruction. The first is to meet the demand for quality instruction under the strain of increasing enrollments. The second factor is to assist and supplement the classroom teacher. Television has the unique ability to accomplish what the individual teacher cannot. It can present stimulating interviews with important and interesting men in the field. It can provide demonstrations of laboratory and experimental situations normally unavailable to most classes.

During this period of increased need for televised instruction across the country, almost all of the available television materials have been produced for local use. Less than a half dozen courses are used by more than one institution and filmed supplementary materials frequently are difficult to obtain.

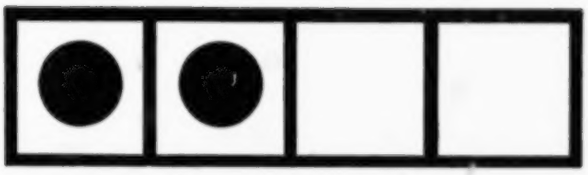
NCSCT recognizes the need for increasing the utility of existing television materials in psychology and is aware that the development of new materials would facilitate improved classroom instruction. In conjunction with the American Psychological Association, the Center

conducted an assessment of recorded television materials currently used in psychology instruction. Members of Division Two, the Division on the Teaching of Psychology, of the APA and others of evidenced interest in the use of instructional television in higher education participated in the conference.

The specialists at the NCSCT conference from the APA were John K. Bare of Carleton College; Richard I. Evans of the University of Houston; Fred S. Keller of Arizona State University; Clarence J. Leuba of Wright State University; Cecil A. Rogers, Jr., of the University of Arizona; the late Fillmore H. Sanford of the University of Texas; Ralph H. Turner of Oberlin College; Stanley B. Williams of the College of William and Mary; and Paul J. Woods of Hollins College.

Other specialists who participated in the conference were Richard N. Berry of Indiana University; Hugh Greene of the Texas Educational Microwave Project, University of Texas; Joseph Rubinstein of Purdue University; Warren F. Seibert of the Instructional Media Research Unit, Purdue University; Irving Saltzman of Indiana University; George Ziener of the Center for Educational Technology, Catholic University of America.

The first results of this assessment conference are reported in this special supplement. While conferees exhibited mixed reactions to the materials viewed, there was consensus that well designed television materials could have significant impact on psychology education. Ideas generated in the conference discussions are expected to provide the basis for future planning to demonstrate television's utility as a major classroom resource to initiate instruction, as a complementary resource to reinforce the classroom teacher's presentation and as enrichment to extend the range of content and to broaden classroom experience.



Part II---Television in Psychology

During the two-day conference the specialists viewed samples of most of the television programs listed in Part IV. They also viewed a number of instructional films for the purpose of getting comparative impressions.

At a general level, it was apparent that all of the productions, whether video tape or film, were aimed at college and university audiences, and that a vast majority of the television productions were designed to serve as fairly complete courses in Introductory Psychology. Few of the programs were designed to supplement the functioning of an on-the-scene instructor and a very few would permit adaptation for this purpose. It was obvious that the viewed presentations varied a great deal in intellectual and educational quality.

There was fairly general agreement among the specialists that when the programs, in whole or in part, were at their best they tended to be characterized by one or more of the following attributes:

1. They presented, through appropriate visual procedures, actual research in progress. These presentations succeeded in bringing out-of-classroom materials into the classroom for viewing and analysis. The instructor presented demonstrations of phenomena, concepts, ideas and relationships that lend themselves especially to visual presentation.
2. They involved interactions between people, either between the instructor and assistants or instructor and students or between interviewer and interviewee. In doing so, they presented the instructor as a dignified, articulate, literate, informed and *interesting* person.
3. When they involved interviews, the subjective quality of the production was increased in proportion to the significance of the person interviewed. An interview with Erich Fromm will always be more interesting than an interview with an equally articulate but unknown person. However, an interview with a lively unknown may be much more interesting than one with an inert celebrity.

4. They provided provocative material for subsequent classroom discussion. These examples left a dignified and useful function for the classroom instructor.

In the telecourses viewed, shortcomings and deficiencies noted by the panel fell into a number of fairly distinct categories.

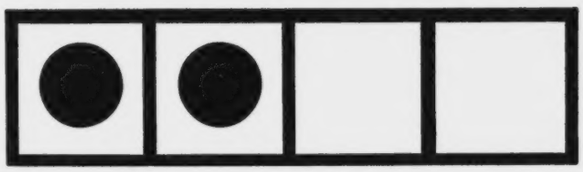
1. Most of the television programs could have been improved appreciably through the services of an attentive, well-informed and friendly editor. Many of the presentations would have been less irritating or less embarrassing to the psychologically trained assessment group if they contained fewer mispronunciations, fewer misspellings, fewer errors of fact, fewer instances of poor taste in choice of illustrative material or casual comments, fewer unexplained abbreviations on blackboards and in visual materials, fewer inappropriate jokes, fewer instances of illustrations that do not illustrate, fewer materials of a distracting kind and fewer instances in which the points made seem to be given more time and effort than they deserve.

2. Perhaps because of budgetary limitations, the production of a number of the televised samples was felt to be inadequate. There was poor camera work, frequently involving an almost hypnotic monotony of stance and presentation. There were illustrations that could not be read because the print was either unclear or too small. Visual illustrations were poorly mounted, poorly shown. Occasionally there were such distractions as reflections from the teacher's glasses. Most of the production work had the unmistakable and sometimes unfortunate mark of the amateur.

3. The conferees felt that certain aspects of the role and performance of some of the teachers were inadequate. Generally speaking, the instructor seemed to do a better job if he had some air of spontaneity and naturalness about him. Some of the teachers seemed to be so highly prepared that the performance appeared to be stilted and routine. Some instructors seemed to

be frozen to their notes and were unable to proceed fluently through their material. It seemed to the panel that some of the instructors carried off their role with more dignity and ease than did others.

4. There were several general difficulties in the televised productions. There was broad agreement that what came to be known as "the great talking face" was overdone in many of the samples viewed. There was the widespread feeling that, for college and university use, the recording of classroom lectures has little to recommend it. There was general agreement also that attention is very likely to sag in the face of televised presentations uninterrupted for 45 to 50 minutes. For these and other reasons, producers of psychology courses need to break the grip of the 50-minute class concept. All in all, there seemed to be a general and negative reaction to televised instruction designed to replace rather than to supplement regular classroom procedures.



Part III---Television's Potential in Psychology

The conferees devoted a large amount of conference time to the discussion of the possibilities and limitations of instructional television. They pointed out many ways in which the medium might be used to great educational and intellectual advantage in psychology instruction.

In high schools, junior colleges and, perhaps, some four-year colleges that are small and inadequately staffed and equipped, it seems likely that entire courses of the lecture-and-demonstration variety could be presented on television. If the students at any of these levels can be exposed to good solid teaching, to good models of the professional psychologist and to good demonstrations of the appropriate aspects of psychology, instructional television will provide an appreciably greater service than a course taught by a poorly or inadequately prepared instructor. The conferees were convinced, however, that many good things in undergraduate education occur in settings outside the classroom. While a very good series of lectures could be recorded on television tape, this does not guarantee that the course in which the student enrolls will be a stimulating and profitable one. There still need to be local library resources and a receptive local atmosphere.

The members of the panel seemed to be unanimously convinced that the best use for instructional television would be in those situations where, as a unique medium, it could supplement the work and plans of local instructors. There is not likely to be any advantage of an adequately presented recorded series of lecture-and-demonstration sessions over an adequately presented live series of the same sessions. What might be gained in efficiency is likely to be lost in the absence of any personal touch.

The panel members felt strongly that the producers of televised psychology instruction should think in terms of between 15 and 30-minute productions, rather than 45 or 50-minute sessions.

The panel members also tended to agree that the medium can be used to present direct and primary experience better than it can be used to present conceptualization. If there is to be a division

of labor between instructional television and local instruction, let it be that television emphasizes direct personal experience while the conceptualization is left to the instructor. The ideal series of demonstrations on television might well inform the instructor of some helpful hints to prepare for the presentation and what he might say after it to make the televised material most meaningful for students.

The specialists did not have time to consider either recent or possible innovations in education nor the place of instructional television in them. There was some discussion of the possibility that recorded presentation in psychology or other subjects could be used upon the student's demand to supplement formal instructional arrangements. The televised presentations, if they were exceptionally good, might be used as a reward for those students who had met entrance requirements as their admission fee to see the televised presentations.

There was some discussion of ways in which an institution could use its own closed-circuit facilities to train teachers. One direct method would be to give a teacher feedback on his own performance. Another possibility is to let future teachers expose themselves to a variety of teaching styles and techniques as these are presented to them by television. Television could also be utilized to provide demonstrations of demonstrations which teachers might use in their own classrooms.

Open-circuit educational television may serve its most useful function in letting thousands of people enter the college classroom as part of their daily routine.

In general terms, the panel felt that instructional television should be used to do things that the local instructor cannot do and should be used according to its own unique attributes. If televised instruction sets out to facilitate the work of a face-to-face instructor rather than to replace him—and the panel members tended to agree that this should be its mission in institutions where adequate instruction is available—then one does not think in terms of developing a well-organized, unitary and noncontroversial course (such a course may be

utterly impossibly anyway) but in terms of presenting a series of discretely organized presentations that can be used or not by the local instructor. And if employed, these presentations may be used at the time and in the manner which the local instructor chooses.

There are obviously a number of demonstrations readily amenable to visual presentation that might be recorded and made widely and easily available to instructors. One of the difficulties of presenting an entire course on television is that the instructor and the producer are likely to spend more time on those concepts and relationships that are readily amenable to visual treatment and less time on those matters of a necessarily more conceptual nature. It still remains, however, that visual demonstrations can be of great value in presenting the primary experience and raw data in psychology.

It seemed obvious to the conferees that any group of experienced instructors could sit down and in a day of work construct an imposing and coherent list of demonstrations that might be staged and recorded on television tape. If there were a project to make available a series of such demonstrations, priority should be given to those requiring the kinds of equipment and the kinds of organization that local instructors do not have or are not likely to be able to arrange.

In many areas of psychology the actual presentation of human interactions can be of great illustrative value. Small group phenomena, for example, are easily arranged and staged. In many other areas, such as personality, clinical and social psychology, the actual dramatization of life-like situations can add an element of clarity and meaning to the introductory as well as advanced courses. Amateur performances in this area, however, are often likely to be worse than none at all. Students have seen so much reasonably good drama that they are likely to be repelled by amateurish efforts.

The panel also noted possibilities in which the local television camera could record the unique incidents occuring in the community or on the campus or at professional or scientific meetings to be used in class over the years. The actual scenes of a riot on campus or of

an interview with a visiting luminary in psychology or a particularly exciting seminar or dialogue at APA annual meetings could be recorded and brought profitably into introductory and other courses. Other far-removed events could be brought to the local scene. There could be recorded, for example, a series of visits to outstanding men in their own laboratories around the country.

The panel spent a fair amount of time searching for ways in which instructional television could be used to set the stage for significant interaction between faculty and students. The panel liked very much the two or three instances it saw of this kind of procedure. There could be a well-staged series of provocative introductions to discussions wherein there are proponents of two sides of an issue or where there is a minority member who very articulately takes an unpopular side of an issue and defends it valiantly and well.

There is probably no virtue in recording dull and desultory classroom discussion. There has to be something in the presentation with which the student can empathize and this something should be exciting and lively or else the provocation will not occur.

Several members of the panel would like to see instructional television concern itself with the recording—and if necessary the proper staging—of significant symposia or of dialogues such as those produced by Richard Evans. The hesitancy here, however, is that there has to be great skill (and perhaps some happy accidents too) involved in the production of truly lively symposia or a skillfully done dialogue in which ideas and individual personalities can show through in an interesting way.

It is obvious that instructional television has not been employed to its fullest advantage in teaching psychology. It is hoped that further exploration will yield many improvements in the use of the medium for this purpose. The conference's discussion and tentative agreement can furnish a useful map to initiate that exploration. Continuous evaluation of new developments is necessary for the complete realization of instructional television's potential in this field.

Part IV---Current Television Materials in Psychology

A—TELECOURSES IN GENERAL PSYCHOLOGY

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Behavioral Science	U. of Southern Fla.	Team	13/10	30′	1/wk.[1]
Elements of Psychology	KETA/KOED, Norman,Okla.	A. E. Kahlke	29	30′	3/wk.
General Psychology	Univ. of Missouri	Fred McKinney	38	45′	3/wk.[2]
General Psychology	St. Petersburg Jr. Col.	Henry Sageser	23	30′	2/wk.
General Psychology	Univ. of Tenn.	Howard Pollio	30/20	50′	3/wk.[3]
General Psychology	Portland State College	Team	17/17/12	45′	2/wk.[4]
General Psychology	Colorado State Univ.	Frank Vattano	36	45′	3/wk.
General Psychology	S.U.N.Y. Brockport	George Pinckney	18	50′	1/wk.
General Psychology	U.S.A.F. Academy	Team	32	50′	3/wk.
General Psychology	Univ. of Georgia	William Moss	27	30′	2/wk.
General Psychology	Univ. of Minnesota	Team	25/25	50′	3/wk.[5]
General Psychology	San Diego State College	Lark Daniel	45	30′	3/wk.
General Psychology	Univ. of Illinois	Don Dulany	45	50′	3/wk.
General Psychology	Indiana State Univ.	Tom Yenable	42	50′	3/wk.
Introduction to Psychology	Univ. of Texas	Fillmore Sanford	28	45′	2/wk.
Introduction to Psychology	Univ. of Omaha	James Johnston	25	50′	2/wk.
Introduction to Psychology	Univ. of Wisconsin	Team	41	40′	3/wk.
Introduction to Psychology	Gordon College	Arthur Forrester	42	40′	3/wk.
Introductory Psychology	Central Conn. State Col.	John Taylor	30	50′	2/wk.
Introductory Psychology	Brigham Young Univ.	Kay Smith	40	30′	3/wk.
Principles of Behavior	Comm. on Extension Courses—Harvard—WGBH Boston	Bernard Harleston	15	30′	1/wk.[6]
Psychology One	NET	Edwin Boring	39	30′	3/wk.
Science of Behavior	Univ. of Conn.	Charles Feldstone	10	40′	1/wk.

[1] 2 Semester sequential
[2] GPITL distributes
[3] 2 quarter sequential
[4] 3 quarter sequential
[5] 2 quarter sequential
[6] NCSCT distributes

B—SUPPLEMENTARY MATERIAL

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Eradication of Fear	Northwestern Illinois State College	Ruth Ellis	1	15′	
Experimental Psychology	S.U.N.Y. Brockport	George Pinckney		5′-50′	
Filmed Dialogues	NSF	Richard Evans	8	30′-50′[1]	
Focus on Behavior	NET	Various	10	30′ [2]	
Introduction to Psychology	Purdue Univ.	Joseph Rubinstein	20	25′	
Recent Developments in Psychology	Univ. of Washington	Robert Guild	10	30′	
Simulation-Stress	Disaster Research Center Ohio State Univ.	Eugene Haas	1	60′	

[1] Association Films distributes
[2] NET distributes

C—SPECIAL INTRODUCTORY COURSES

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Child Psychology	Chicago City College	Morris Haimowitz	30	45′	2/wk.[3]
Educational Psychology	Chicago City College	Bryant Feather	30	45′	2/wk.[3]
Human Development and Behavior	Univ. of Nebraska	William Hall	30	50′	2/wk.
Human Growth and Development	S.U.N.Y. Brockport	Team	18	50′	1/wk.
Introduction to Developmental Psychology	Penn. State Univ.	F. L. Whaley	27	75′	3/wk.
Psychology of Human Relations	Milwaukee Vocational Tech., and Adult Schl.	Edward Gundorson	30	30′	2/wk.

[3] GPITL distributes

D—ADVANCED COURSES

TITLE OF TELECOURSE	PRODUCER	INSTRUCTOR	NO. OF LESSONS	LESSON LENGTH	FREQ. OF BRDCST.
Comparative Psychology	S.U.N.Y. Brockport	George Pinckney	18	50′	1/wk.
Psychology of Learning	Central Conn. State Col.	Ulysses Whiteis	15	50′	1/wk.